

MANZANITA
ELEMENTARY SCHOOL



COVID-19 Operations Written Report for Manzanita Elementary School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Manzanita Elementary School	Gary Rogers Superintendent-Principal	grogers@mesd.net (530)846-5594	6/17/2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Manzanita Elementary School District began distance learning on Monday, March 16, 2020. As a small rural community serving 300 students TK-8 we had several challenges while making changes to our educational program. Then MESD staff is well versed in making short term independent studies lessons for students, and they were able to quickly put together three weeks of standards based lessons focused on the essential standards in English language arts and math, with continued opportunities in science and social studies. These lessons took the form of packets and online lessons based on student needs. The work provided to students was meaningful and valuable to their continuing education. Staff then supported students online daily by using zoom, google meet, google classroom, as well as other online delivery methods. As time passed teachers adjusted the amount and type of work students were working on. MESD is a 1:1 device school and efforts to distribute technology for access to remote learning also began promptly. The biggest challenge facing the school was the lack of reliable internet for all of our students and some staff. 15% of our students did not have reliable internet due to our rural community. The persistent support and follow-up of our teachers and staff, as well as our families has resulted in an overall high level of participation of our students. Nonetheless, teachers and parents report how challenging it is for students to complete work independently and to remain motivated to learn. Notably, students who have more intensive learning needs struggle to fully engage in remote learning opportunities despite our efforts.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

During remote learning, teachers maintained a record of “attendance” to monitor students’ participation in at least one portion of the remote learning daily. For those students who are not having success participating, teachers or support staff made contact with the family to offer additional support, if needed. Several teachers continued to provide additional intervention support during remote learning in additional small group or 1:1 sessions for EL or low-income students. All students who are English learners continue to receive English language development remotely as part of their instructional program. To support English Learners a bilingual aide was assigned to check in with students weekly and support as needed as well as bridge the communication gap between teacher and parent. To communicate with parents the bilingual aide contacted families individually to ensure students and parents were aware of what was going on.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Remote learning through video-conferencing, digital content, and printed packets began on March 16, 2020. Lessons were provided in 3 week increments with work being turned in either electronically or in person. Teachers worked within an instructional framework to establish routines for synchronous and asynchronous remote learning with a blend of whole-class, small-group, instructional videos, online assignments or packets based on grade and student need. Teachers and staff are encouraged to collaborate and share resources. A Google site for shared resources by subject is maintained by instructional services and grade-level zooms are available for teachers to connect across the district to share highlights and resources. In addition to grade level meetings, there are professional development opportunities offered weekly for teachers to learn different digital teaching strategies. Our after school program created resources for students and families to participate in for the non-academic portions of their day. Specialists in art, music, and PE created lessons to supplement the core content.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

In order to best meet the needs of our students we partnered with Gridley Unified School District as we do every summer to provide meals for our students since we do not have the capability on site.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Surveys from our parents showed that there was not a need for day care nor was it feasible for MESD to provide such services. Although we did not receive any requests for day care services our plan was to refer them to outside agencies within the county.